

# Rhetorical Web Design

## ENGL 313

# Rhetorical Website Design

**Instructor:** Geoffrey Sauer

**Classroom:** Durham 141

**Schedule:** Classes meet on Tuesdays/Thursdays, from 2:10-3:30pm.

**Office:** 433 Ross

**Email:** [gsauer@iastate.edu](mailto:gsauer@iastate.edu) (work email)  
[geoff@sauer.studio](mailto:geoff@sauer.studio) (personal email)

**Cell:** (515) 441-1461

**Student Hours:** W 10:45-11:30am in person or Zoom, Th 10-11am on Zoom, and by appointment

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This course teaches students to analyze specific audiences and rhetorical situations in the design of large-scale websites; to apply the principles of information architecture to the creation of intuitive navigation systems and a seamless user experience; to learn how the markup languages (HTML/XHTML/XML), cascading style sheets (CSS), and client-side scripting languages (JavaScript) render Web pages and support the use of graphics, video, and other media; and to learn the basics of visual design and production as they relate to web photographs and graphic images.

## Our Class Server

[Our class file/web server \(https://snm.engl.iastate.edu/313/\)](https://snm.engl.iastate.edu/313/) is provided this term by the [Studio for New Media](#). It is *not* visible from the public Internet, but is easily available online from on-campus computers or [from users connected by VPN](#). Our class webserver also offers a file server, so everyone can work on their projects, via SMB (sometimes known as CIFS), at:

smb://snm.engl.iastate.edu/313 (Mac OS computers) ([video instructions](#))

\\snm.engl.iastate.edu\313 (Windows/Linux/ChromeOS computers) ([video instructions](#))

Each student has a personal folder inside the folder 'students,' with their NetID as the name of the folder. The shared class username is "••••••", and the password is "••••••".

Basically, however, our class webserver will allow us to look at each other's code, collaborate on group projects easily, and take advantage of some more advanced web technologies as the semester progresses.

## Your Instructor, Geoffrey Sauer

### Dr. Geoffrey Sauer



- Director, ISU English Undergraduate Studies
- Director, ISU Studio for New Media
- Director, EServer.org

Email: [gsauer@iastate.edu](mailto:gsauer@iastate.edu)

Office: 433 Ross Hall

BA, University of Notre Dame  
PhD, Carnegie Mellon University

**Student Hours:** W 10:45-11:30am in person or  
WebEx, Th 10-11am on WebEx, and by appointment

- [WebEx Virtual Office](#) (preferred)
- [Zoom Virtual Office \(Links to an external site.\)](#)
- [Skype Audio/Videoconferencing](#)
- [FaceTime Audio/Videoconferencing](#)
- [Cell phone for text messaging/calling \(515-441-1461\)](#)

[Professional Homepage](#)  
[Curriculum Vitae](#)

## Course Policies for English 313

### Course Description

Rhetorical principles of multimodal composing in hypertextual environments. Focus on writing according to web style guidelines, employing cascading stylesheets for layout and design, and using principles of information architecture to determine optimal site structure. Final project involves constructing interactive client site using latest web standards.

NOTE: English 250 is a prerequisite for this course. If you have not taken English 250 (or tested out), you must let me know as soon as possible!

## Required Materials

- Jennifer Niederst Robbins. *Learning Web Design*, 5th edition. O'Reilly Media, 2018. I generally recommend that students purchase this book, though it can be found from the library or in PDF versions online.
- Regular access to a good computer.

## Face Masks, Vaccinations, and Distancing

- **Face Masks Encouraged:** Because of the continuing COVID-19 pandemic, all students are encouraged—but not required—to wear face masks, consistent with current recommendations from the Centers for Disease Control and Prevention. Further information on the proper use of face masks is available at: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/effective-masks.html> (Links to an external site.)
  - For more information about this statement, [view the memo from August 10, 2021.](#)
- **Vaccinations Encouraged:** All students are encouraged to receive a vaccination against COVID-19. Multiple locations are available on campus for free, convenient vaccination. Further information is available at: <https://web.iastate.edu/safety/updates/covid19/vaccinations> Vaccinations may also be obtained from health care providers and pharmacies.
- **Physical Distancing Encouraged for Unvaccinated Individuals:** Classrooms and other campus spaces are operating at normal capacities, and physical distancing by faculty, staff, students, and visitors to campus is not required. However, unvaccinated individuals are encouraged to continue to physically distance themselves from others when possible.

## Learning Outcomes

Through practice and projects, as well as readings, class discussion, multimedia activities students will master how to:

- Analyze and apply the principles of information architecture to the creation of intuitive navigation systems and a seamless user experience.
- Understand and write hypertext markup language (HTML), cascading style sheets (CSS), and JavaScript to create web pages and support the use of graphics, video and other media.
- Engage critically with a variety of web texts.
- Analyze specific audiences and rhetorical situations in the design of large-scale websites.

- Identify and analyze the cultural forces embedded in web design that shape the relationship between and among language, knowledge, and power.
- Select appropriate software for web design tasks.
- Learn the basics of visual design and production as they relate to web photographs and graphic images.

## Projects and Assessment

**Professionalism and Participation (15%):** We will all benefit from engaging and thoughtful class meetings, which means that all of us must be ready to contribute. During class, you must show evidence that you have engaged with assigned readings and practice activities by being able to discuss them intelligently in class and to apply the lessons to website construction. Additionally, you will be asked to participate in forum discussions throughout the semester, which will include responding to posts made by your peers.

**Practice Exercises (15%):** There will be several assignments over the course of the term done in-class and as homework, and turned in electronically for grading and review.

**Rhetorical Analysis of a Website (15%):** For this assignment, you will explore and critique a large-scale commercial or organizational web site, analyzing how the site's designers have achieved or not achieved communication with their audience and describing the strengths and weaknesses of the site's structure as an information space. Your rhetorical analysis should focus on such things as style, content, visual imagery and how these address the information needs of primary and secondary audiences, while your structural analysis should address labeling, structure, and navigation.

**Mid-Term Exam (20%):** Two exams will be administered during the semester, one around midterm and the other during our final exam time. These exams are not meant to intimidate you, but rather to reinforce the concepts and specific skills and tools you will acquire throughout the semester. The exams will be closed book, but you may refer to our class forum as a reference during the exams. So, make sure you put good content into the forum!

**Final Website (25%):** For the final project of the semester, you will work with a team of your peers to design and build a full-scale website (10–15 webpages) that incorporates the modules you have been working on all semester (HTML, CSS, JavaScript) in order to produce a coherent, fully conceived and developed website that responds rhetorically to a clear communicative exigence. You will also be responsible for producing a memo detailing the scope of your contributions to the project. This culminating project will be preceded by a 2–3-page project proposal, and includes a full-class presentation.

**Presentation (10%):** Along with your collaborators, you will present your Final Website to the class. The focus will be on the purpose, rhetorical strategy, strengths, and

weaknesses. Additionally, you will be expected to discuss the challenges and triumphs you have experienced related to the process of making the website.

**Revisions:** Once during the semester (not including the final website), you have the option to revise your work for a better grade. You may revise the rhetorical analysis, the simple website, or the advanced website. Revisions are due on the third class period after assignments have been graded and returned. Revisions may help increase the grade up to 1/3 of the remaining credit (e.g., 70% could get up to a 10% increase, 80% could up to 6.66% increase, and a 90% could get up to a 3.33% increase). To merit an improved grade, you must submit the original, the revision, and a one page memo explaining the improvements--what they are and how they improve the assignment.

## Grading Criteria

Assignments will be graded on a scale from A-F, as follows:

A: Top-notch, excellent, extraordinary accomplishment. Really strong conception and execution. Minor tinkering at most needed to make this comparable to professional-quality swork.

B: Very strong work. Everything in order, well conceived and well executed. Minor editing problems at most.

NOTE: The differences between an A and a B have to do with a combination of originality, excellence, thoroughness, and attention to detail in execution. Although feedback may include comments on sentence level editing, doing this type of editing would not be sufficient to raise a B to an A.

C: Average, but missing some components. No glaring conceptual or execution problems, but nothing particularly outstanding in either department. Topic or problem may be somewhat limited, or execution may be less than optimal.

D: Acceptable, but below average work. Either conception, execution or both definitely need to be improved.

F: Not of acceptable quality.

## Grading Schema

Percentages are not rounded. You will have ample opportunities to bolster your grade through weekly assignments. Therefore, when you have earned 89.75 percent of the points possible, your course grade will be a B+, not an A-.

This table provides an overview of the grading schema for the course.

<i>Letter Grade</i>	<i>Percentage Range</i>	<i>Final Grade Total Points</i>
A	93 to 100%	930 - 1000 pts
A-minus	90 to 92.99%	900 - 929.99 pts
B+	87 to 89.99%	870 - 899.99 pts
B	83 to 86.99%	830 - 869.99 pts
B-minus	80 to 82.99%	800 - 829.99 pts
C+	77 to 79.99%	770 - 799.99 pts
C	73 to 76.99%	730 - 769.99 pts
C-minus	70 to 72.99%	700 - 729.99 pts
D+	67 to 69.99%	670 - 699.99 pts
D	63 to 66.99%	630 - 669.99 pts
D-minus	60 to 62.99%	600 - 629.99 pts
F	0 to 59%	0 to 599 pts

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## Attendance Policy

Excessive absences damage your grade and create the probability that you will need to drop the course. Much of what occurs in this course cannot be rescheduled, made up, or accepted late—regardless of the reason for missing class. To ensure that you stay on schedule individually and as a team-project member, your instructor will enforce these policies:

To ensure that you stay on schedule individually and as a team-project member, your instructor will enforce these policies:

- **If you have medical condition that will affect your attendance, you must speak to [Student Accessibility Services \(SAS\)](#) at the beginning of the semester to officially request an accommodation;** however, we cannot approve an indefinite number of absences or late arrivals. We will work with SAS to arrive at an accommodation that allows you to be successful without altering the rigor and basic requirements of the class.
- **Missing more than three classes (TR) will lower your grade, and excessive absences (three weeks of classes) will result in a failing grade for the course.** Specifically, if your absences total 4 to 5 TR classes, your class grade will decrease two increments. For example, a B+ becomes a B-; a C becomes a D+. This decrease happens for the range of 4 to 5 TR absences, not for each

individual absence within the range. Even so, the impact on your grade is significant once you exceed your allotted absences (3 on TR).

- **After a total of 6 TR absences, you must drop the course, or you will receive an F.** Even with a valid reason to miss, you can accumulate so many absences in a semester that your work and classroom experience are too compromised for you to remain in the class.
- **If you are more than 15 minutes late to class, you will be counted absent.**
- **If you have medical condition that will affect your attendance, you must speak to [Student Accessibility Services \(SAS\)](#) at the beginning of the semester to officially request an accommodation;** however, we cannot approve an indefinite number of absences or late arrivals. We will work with SAS to arrive at an accommodation that allows you to be successful without altering the rigor and basic requirements of the class.
- **Do not schedule travel that requires you to leave campus early for fall break or for semester break,** as leaving early could conflict with your class or your final-exam session. Your instructor cannot make individual arrangements for you.
- **If you will have athletic absences, you must present them to your instructor at the beginning of the semester;** your instructor will consult with the director of the Advanced Communication program. If your absences will be numerous and will interfere with your participation in the class, your instructor will advise you to drop the class and enroll in it during a semester when you can attend regularly

## Expectations for Conduct

Students in English 313 are expected to exercise professionalism when working individually and with teams, and when communicating with classmates and the instructor. You should adhere to the following best practices:

- **Show respect for others:** In agreement with ISU's policies on student conduct, you are to carry yourself with respect for others and in ways conducive to maintaining a positive learning environment. In this course, you will refrain from profane or offensive outbursts or from disruptions and will not engage in behavior that is demeaning, threatening, or harmful to either yourself or class members. For further details, see [ISU's policies on student conduct](#).
- **Exercise netiquette:** When participating in online communication, you are expected to exercise "netiquette." You can find a definition of netiquette and ISU's policies regarding netiquette [here](#).
- **Participate meaningfully:** Participation means being present mentally as well as physically. Specific expectations include:
  - thoughtfully contributing to class discussions
  - responding to your instructor's or teammates' communications in a timely manner
  - preparing for team meetings and actively engaging in team discussions
  - carefully completing workshop assignments

- **Send complete email messages:** When emailing your instructor or classmates, you should always provide a subject line, a statement of the email's purpose, a specific request, your name, and any other content your audience needs. Do not treat emails like informal text messages.
- **Follow directions:** Directions are there for a reason, whether they come from instructor emails or announcements, instructions for submitting work, or assignment prompts. Ignoring directions, even small ones, can signal that you don't take your work seriously, and that will be reflected in your grade.
- **Proofread your work:** Proofread everything, including emails. Word-processing programs have built-in spelling and grammar checkers. Use them. Then check your work for mistakes the software program didn't catch.
- **If you fall behind, catch up:** When you must miss a team discussion, actively seek out what you've missed. Ask your peers or email your instructor and ask, "What can I do to catch up?" or something similar. This question shows awareness of the time instructors spend creating and facilitating useful class activities, lectures, and discussions.
- **Be an effective team member:** Members of work teams should be prepared, reliable, enthusiastic, helpful, open-minded, and supportive. You should resolve conflicts with tact. Every group member should participate and complete peer evaluations honestly.

## Late Assignments

Avoid them. However, you can receive an extension for good cause if you submit a formal memo via e-mail before the assignment is due. In this memo, you should explain the reason for the delay and propose a reasonable deadline (less than one week), which you will then be expected to meet. This memo serves as a contract between the two of us; failure to meet the new deadline violates terms of the contract and results in a failing grade for that assignment. You can submit late assignments no more than twice during the semester. Oral presentations are excluded from this option and are due on the assigned date.

## Department Policies

### Appealing Your Final Grade

If you feel that your final grade does not reflect the quality of the work you produced throughout the semester, please first discuss the issue with your instructor. If, after talking with your instructor, you still feel that your grade does not reflect the quality of your work, you can file a grade appeal with Deanna Stumbo (229 Ross Hall). For a grade appeal, you will need to submit the following materials:

- A memo explaining why your final grade does not reflect the quality of work you produced



- All the work you completed during the semester (including major assignments and weekly assignments like discussions and workshops)
- The course policies with grade breakdown
- The assignment sheets

A panel of instructors will review your materials blindly and assign a grade based on the quality of the work. If the grade the panel assigns is higher than the grade you received, your grade will be changed accordingly. If, however, the grade the panel assigns is lower than the grade you received, your grade will remain the same.

## University Policies

### Validating Enrollment

To validate your enrollment in each course, you **must attend either the first or second class period**. If you add a course after the term begins, you must attend the next class period. **If you do not validate your enrollment, you must drop the course, or you will receive an F grade**. You can read the full ISU policy on enrollment validation [here](#).

### Academic Misconduct

All acts of dishonesty in any work constitute academic misconduct. Online courses are not an exception. The [Student Disciplinary Regulations](#) will be followed in the event of academic misconduct. Depending on the act, a student could receive an F grade on the test/assignment, an F grade for the course, and could be suspended or expelled from the university. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing attempt to help another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to each of the following acts when performed in any type of academic or academically related matter, exercise, or activity:

- **Plagiarism:** Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as your own; quoting without acknowledging the true source of the quoted material; copying and handing in another person's work with your name on it; and similar infractions. Even indirect quotation, paraphrasing, etc., can be considered plagiarism unless sources are properly cited. Plagiarism will not be tolerated, and students could receive an F grade on the test/assignment or an F grade for the course.
- **Obtaining Unauthorized Information:** Unauthorized information is information that is obtained dishonestly, for example, by copying graded homework assignments from another student, by working with another student on a test or homework when not specifically permitted to do so, or by looking at your notes or other written work during an examination when not specifically permitted to do so.

- **Tendering of Information:** Students may not give or sell their work to another person who plans to submit it as his or her own work. This includes giving their work to another student to be copied, giving someone answers to exam questions during the exam, taking an exam and discussing its contents with students who will be taking the same exam, or giving or selling a term paper to another student. Be aware that posting course content to public sites such as Quizlet, Course Hero, etc. is an action that constitutes a variety of Student Conduct Code Violations, such as:
  - #4.2.1 Academic Misconduct (tendering of information)
  - #4.2.24 Misuse of Technology Resources (also a violation of IT's Acceptable Use policy)
  - #4.2.25 Unauthorized Sale of Others' Intellectual Works (posting any course material to a public site that asks for subscriptions is a violation)

## Academic Freedom

Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

## Religious Accommodation

Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the [Dean of Students Office](#) at 515-294-1020 or the [Office of Equal Opportunity](#) at 515-294-7612.

## Academic Dishonesty

The class will follow Iowa State University's policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the [Dean of Students Office](#).

## Accessibility Statement

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at [www.sas.dso.iastate.edu](http://www.sas.dso.iastate.edu), by contacting SAS staff by email at [accessibility@iastate.edu](mailto:accessibility@iastate.edu), or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

## Prep Week ('Dead Week')

This class follows the Iowa State University Prep Week policy as noted in section 10.6.4 of the [Faculty Handbook](#).

## Discrimination and Harassment

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline 515-294-1222, email [eooffice@iastate.edu](mailto:eooffice@iastate.edu).

## Course Modules

Warning: For improved accessibility in reordering Modules (or Module items), please use the Move To Dialog option found in the menu.

## Orientation: Begin Here

[Your Instructor, Geoffrey Sauer](#)

[Course Policies for English 313](#)

[Textbooks and Software](#)

[Iowa State University's VPN Links to an external site.](#)

[Our Course Website \(visible from campus or inside the VPN\) Links to an external site.](#)

[Attendance](#)

[General Discussion Forum](#)

[Web/File Server Discussion Forum](#)

[HTML/CSS/JS Forum](#)

## Week 1: Introductions

Week 1: Introductions

Tuesday

[Please get the textbook, Learning Web Design \(5th edition\). A paper copy is recommended, though the library has an HTML eBook version, and PDF versions can be found online. Links to an external site.](#)

[Netiquette at ISU Links to an external site.](#)

[How to Connect to the ISU VPN Links to an external site.](#)

[ISU's VPN Links to an external site.](#)

[Video from Tuesday's Class \(1/18\)](#)

Thursday

Bring your laptop to class. We'll work in class on first HTML documents.

[Read Learning Web Design, Chapter 1, "Where Do I Start?", pages 3-18.](#)

[Read Learning Web Design, Chapter 2, "How the Web Works," pages 19-28.](#)

[Video from Thursday's Class \(1/20\)](#)

Resources and Assignments

[in class: The Web, Simplified](#)

## Week 2: Markup Language

Tuesday

[WATCH: Using the Web-Based File Manager to Upload HTML and CSS to the Class Website](#)

READ: Chapter 3, "Some Big Concepts You Need to Know"

[Video from Tuesday's Class \(1/25\)](#)

Thursday

Read Chapter 4, "Creating a Simple Page"

[in-class Illustration: The CSS Box Model Links to an external site.](#)

[Video from Thursday's Class \(1/27\)](#)

Resources and Assignments

[Read W3C: "Starting with HTML+CSS" \(2015\)](#)

[Shakespeare](#)

[Find sonnets here \(or wherever you prefer\)](#)

[all\\_sonnets.zip](#)

## Week 3: Images, HTML, and CSS

Week 3: Images, HTML, and CSS

Tuesday

Read Chapter 5, "Marking Up Text"

[The Sonnet](#)

[Video from Tuesday's Class \(2/1\)](#)

[grove\\_cafe\\_menu.txt](#)

Thursday

Read Chapter 11, "Introducing Cascading Style Sheets"

[As you work on your menu designs, look at the CSS Zen Garden, the menus for Ravares, Trémont, Basil, Le 28Thiers: Bar Cocktail Restaurant, Provisions Lot F, and Leaf.](#)

[Video from Thursday's Class \(2/3\)](#)

[Geoff's Example from In Class \(menu.zip\)](#)

Resources and Assignments

## Week 4: CSS and Page Design

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Published. Click to unpublish Week 4: CSS and Page Design.

Tuesday

Read Chapter 6, "Adding Links"

[Monday Meme](#)

[further reading: Media Queries for Standard Devices \(2010, last updated 2021\)](#)

[Video from Tuesday's Class \(2/8\)](#)

Thursday

Read Chapter 7: "Images"

[further reading: Flexbox Froggy](#)

[further reading: CSS Grid Garden](#)

[Further Reading: "CSS Dark Mode" Links to an external site.](#)

[READ: "Top 20 Professional Resume Website Examples" Links to an external site.](#)

[Video from Thursday's Class \(2/10\)](#)

[sample\\_resume\\_1.zip](#)

[sample\\_resume\\_2.zip](#)

[sample\\_resume\\_3.zip](#)

Resources and Assignments

[The W3C Validator](#)

[examples for practice](#)

[Layout Examples](#)

## Week 5: Box Model, floats, and Positioning

Week 5: Box Model, floats, and Positioning

Tuesday

Read Chapter 15 "Floating and Positioning"

Read: Chapter 16, "Flexbox and Grid"

[The Menu](#)

[geoffreysauer.github.io](#) Links to an external site.

[Video from Tuesday's Class \(2/15\)](#)

Thursday

Chapter 17: "Responsive Web Design"

[Read Rosenfeld and Morville \(password is "313"\)](#)

[Video from Thursday's Class \(2/17\)](#)

Resources and Assignments

[Read Yale Web Style Guide, "Site Design"](#)

[LATCH: The Five Ultimate Hatracks](#)

[in class: Backgrounds, using CSS](#)

[further reading: "Why You Need a Personal Website"](#)

[further reading: "6 Things You Should Put on Your Personal Website—and 6 Things to Avoid at All Costs"](#)

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

[Grid Examples](#)

[Menu examples](#)

[Review of HTML/CSS Elements](#)

## Week 6: CSS Transitions and Techniques

Tuesday

Read Chapter 8: "Table Markup"

Read Chapter 12 from Learning Web Design

[Video from Tuesday's Class \(2/22\)](#)

Thursday

Read Chapter 13 from Learning Web Design

Read Chapter 18: Transitions

[Transitions examples](#)

[Photoshop Guide](#)

[Photoshop Practice](#)

[Video from Thursday's Class \(2/24\)](#)

Resources and Assignments

[further reading: "CSS Grid Playground" \(2017\)](#)

[further reading: "A Complete Guide to Grid" \(2017\)](#)

Assignment

[Web Résumé](#)

## Week 7: JavaScripting for the Web

Tuesday

Read Chapter 9, "Forms"



Read Chapter 21: "Introduction to JavaScript"

[Midterm Review Questions](#)

[Sample Mid-Term Exam \(for review\)](#)

[Midterm Exam Answers \(HIDE FROM STUDENTS\) Links to an external site.](#)

[further reading: SASS Links to an external site.](#)

[Look at examples of Geoff's JavaScripts in practice Links to an external site.](#)

[In-Class JavaScript Examples.zip](#)

[Video from Tuesday's Class \(3/01\)](#)

Thursday

Read Chapter 22: "Using JavaScript"

[Video from Thursday's Class \(3/03\)](#)

[W3Schools: Bootstrap 5 Tutorial Links to an external site.](#)

[further reading: Bootstrap Links to an external site.](#)

Resources and Assignments

[Sample Positioning HTML/CSS](#)

[Read Yale Web Style Guide, Chapter 11: "Graphics"](#)

[Simple JavaScript examples](#)

## Week 8: Mid-Term

Tuesday

[Read Wikipedia: Web Accessibility](#)

In-class Review for the Mid-Term

[Video from Tuesday's Class \(3/08\)](#)

Thursday

You may bring notes on one 8.5"x11" sheet of paper, both sides. Otherwise the mid-term will be closed-book, closed-notes.

## [Midterm Exam](#)

100 pts

Resources and Assignments

## Week 9: Spring Break

No classes this week.

## Week 10: Server-Side Web Design Concepts

Tuesday

Review, post Mid-Term.

[Read about GitHub. Sign up for an account at GitHub Pages. Choose a username which you will be able to keep for professional purposes. Links to an external site.](#)

Read Chapter 20: "Modern Web Development Tools"

[Homework Read this simple tutorial on storyboarding. Think about projects you might like to do! Group A: Create a forum post about your experiences \(or lack of\) creating/editing/sharing videos. Classwork Discuss web framework for Media Wo...](#)

[Video from Tuesday's Class \(3/22\)](#)

Thursday

[Read "Introduction to PHP" Links to an external site.](#)

[Read: "PHP MySQL Database" Links to an external site.](#)

[Video from Thursday's Class \(3/24\)](#)

Resources and Assignments

[in class: "Letter Interactions," from CoDrops](#)

[in class: "Liquid Distortion Effects," from CoDrops](#)

[in class: "Recreating the "Design Samsung" Grid Loading Effect," from CoDrops](#)

## Week 11: Using WordPress Features and Techniques

Tuesday

Read Chapter 10, "Embedded Media"

in class: More PHP, SQL review. In-class install of WordPress on class server.

[Our Class WordPress](#)

Wednesday

Thursday

[further reading: MySQL Data Types](#)

[Read the pages "WordPress Introduction," "History," "Dashboard," "Creating a Website in WP," "WordPress Posts," and "WordPress Pages"](#)

in class: Log in to the Class WordPress Server, Create a WP Site, and Explore It (post a page and a blog post, upload an image or other media, and explore installing themes).

Resources and Assignments

[In class: Video files and web compatibility. Look at the Miro Video Converter free software.](#)

[Video for the web example](#)

[Beautiful Slide Out Navigation: A CSS and jQuery Tutorial](#)

[Responsive Grid System](#)

[Grid Templates](#)

## Week 12: Proposal and Plan

Tuesday

in class: WordPress

[Your WordPress Site](#)

Read Chapter 23: Image Production and Editing

Using XCode to Make Your Site an iOS App

[SampleWebView.zip](#)

Thursday

Read Chapter 25: SVG

[Jakob Nielsen: "The Distribution of Users' Computer Skills: Worse Than You Think" \(2016\)](#)

Resources and Assignments

[In class: Examining a Bootstrap Template, for Specific Purposes Links to an external site.](#)

[further reading: "The Complete Guide to SCSS/SASS" \(2019\) Links to an external site.](#)

[CSS Grid Layout Slideshow](#)

## Week 13: Usability and User Experience

Tuesday

Introduction to Usability

[Discuss "Peer-Review" Usability Testing](#)

Read Chapter 10: Embedded Media

[further reading: Freebie: "Forkio" One Page Website Template](#)

[look at: GitHub Pages Links to an external site.](#)

[further reading: "The Best Cheap Web Hosting in 2021"](#)

Thursday

[in class: robots.txt Files and SEO Links to an external site.](#)

Work on final projects.

Assignment

[Proposal for Final Project](#)

100 pts

Resources and Assignments

[CSS for Genesis Theme](#)

[CSS for the Shift theme](#)

## Week 14: CMSes

Tuesday

Languages and Polyglossia

Domain Name Services

[more: Hosting on GitHub Pages](#)

Thursday

in class: Work on Final Projects

[Popular CMSes](#)

[Notable WordPress sites](#)

[JavaScript In-Class Example](#)

Resources and Assignments

[Electron: Build Cross-Platform Apps with HTML, CSS, and JS](#)

[Intro to Web Design with IOS Apps: SampleWebView.zip](#)

[Rhetorical Analysis of a Website \(optional\)](#)

100 pts

## Week 15

Tuesday

[Frameworks](#)

Thursday

## Order of Presentations

### Presentations

100 pts

Brief in-class presentations about final projects, demonstrating what you have done so far, and inviting comments or suggestions from other class members.

## Week 16: Final Projects

Tuesday

### Presentations: Day Two

Thursday

Final Thoughts

## Finals Week

### Final Projects

100 pts

### Participation

25 pts